

PARTICIPATORY MEDIA FOR ENVIRONMENTAL EDUCATION



OSMOSE & ASAD

REPORT ON TRAINING
25 - 28 APRIL 2011

Participatory Media for Osmose Environmental Education Program

By

Martin Potter

Training Report on Prek Toal Training 25 – 28 April, 2011

First stage training has been completed. Currently all teachers have video cameras as well as training handouts and templates to support second stage of idea and script development.



Training was conducted in Prek Toal with five teachers (3 Prek Toal based, 2 Peak Kantiel) and support from Osmose staff.



Three short film exercises were made as case studies of the film production process:

1. The Teachers of Osmose: introductory exercise. Each teacher introduced themselves, what they do and how they feel about it. Each interview was filmed by another teacher.



2. Dreams of Prek Toal: 'Homework exercise'. Each teacher interviewed someone they admired about their hopes for the future. The subsequent interviews were then edited together. The final, longer interview was overlayed with photographs relevant to the interview.



3. Mr Lap Turns Green: short fiction film based on teachers' observed behaviour and hopes for impact of education program on families. Mr Lap realizes that how preserving the environment and preserving his health are fundamentally interconnected.



The Mr Lap film was developed as the main case study for the production process and was the first foray into fiction based work. The first day of the development of this film covered brainstorming and concept development, research, scripting and script development, storyboarding and planning for the shoot (in this case: casting, scheduling and production management).

Teachers brainstormed an idea - developing a theme (damage to the environment in Prek Toal and its impact on families), a message (everybody must be aware of the potential consequences of their actions with regard to the environment) and an angle (how one family might learn this lesson through personal experience of both short and long term impacts of environmental damage). A key consideration was how the children might communicate lessons learned to their parents, and how their parents might respond to this.



The concept was developed through re-visiting key questions of What, Who and How: What Do You Want To Say? Who Are You Saying It To? And How Do You Want To Say It?

The 'Who' was identified as the Prek Toal community. This substantially changed the message from a documentary on external impacts on P.T. community and the pressures this places on the community to a film that is focused on what individuals and families in the community can do to preserve the environment (and their health).

At this stage the teachers decided to pursue a 'docu-drama' style approach as they felt that showing and telling people what they were doing wrong would not be an

effective way to communicate. Mr Lap is intended as a slightly comical character and the situation of local people performing in a drama was seen to have the effect of not only engaging the audience, but would mitigate the risk that individuals would see this as direct criticism.



Mr Lap and his family were cast as actors as Mr Lap is known in the Prek Toal community as an environmental advocate and his children have also attended the Osmose E.E. classes. Mr Lap also made suggestions to the story outline as part of this research process – both reflecting on personal experience and imagining scenarios that would convey a clear message.



Teachers then sketched out a story outline – a scene by scene overview of the story. Following the creation of a detailed script the teachers storyboarded the project and began to plan for the following morning shoot.

PRODUCTION



Filming was done over a period of four hours and then footage was reviewed and critiqued. Editing commenced in the afternoon and teachers were introduced to the logging and transcribing process at this stage.



The final (half) day was a detailed review of all the subjects and material covered over the previous 2.5 days. The process for working with their own classes was discussed and a step by step breakdown of the idea development and scripting process was reviewed in light of the particular subjects each teacher would focus with their class.

SCREENING



During the morning break Mr Lap and family as well as other Osmose staff and friends came to watch a screening of the three films created by the teachers during the training program. This was a chance for the teachers to analyse the work and to also discuss their reasoning behind the ideas (especially of the 'Mr Lap' film). It was also a chance for the audience to give feedback.

Everybody seemed to enjoy the films – a common criticism being that they 'weren't long enough'. Given that the teachers managed to complete around 10 minutes of edited work (with each film watched at least three times) it seems clear that work produced as part of this project has the potential to be replayed multiple times within the community.

Some small adjustments have been made to the Intermediate Schedule in lieu of training. If Osmose staff (spec: Dara) are able to work more closely with teachers in Prek Toal during the intermediate stage this would ensure smoother integration of the participatory media process into classroom setting.

